



Professional Learning Package: Implementing Unit Starters

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TN

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Module 2:
Refining Instruction
with Unit Starters
Learning Session 2b

Module 2 Learning Sessions

Session	Guiding Questions
1 ✓	<ul style="list-style-type: none">• What growth did students make as a result of engagement with the Unit Starters?• What growth did I make as a teacher as a result of engagement with the Unit Starters?
2	<ul style="list-style-type: none">• How can I refine my instruction moving forward?

Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Keep students at the center.



Learning Session 2

- Guiding question:
 - How can I refine my instruction moving forward?

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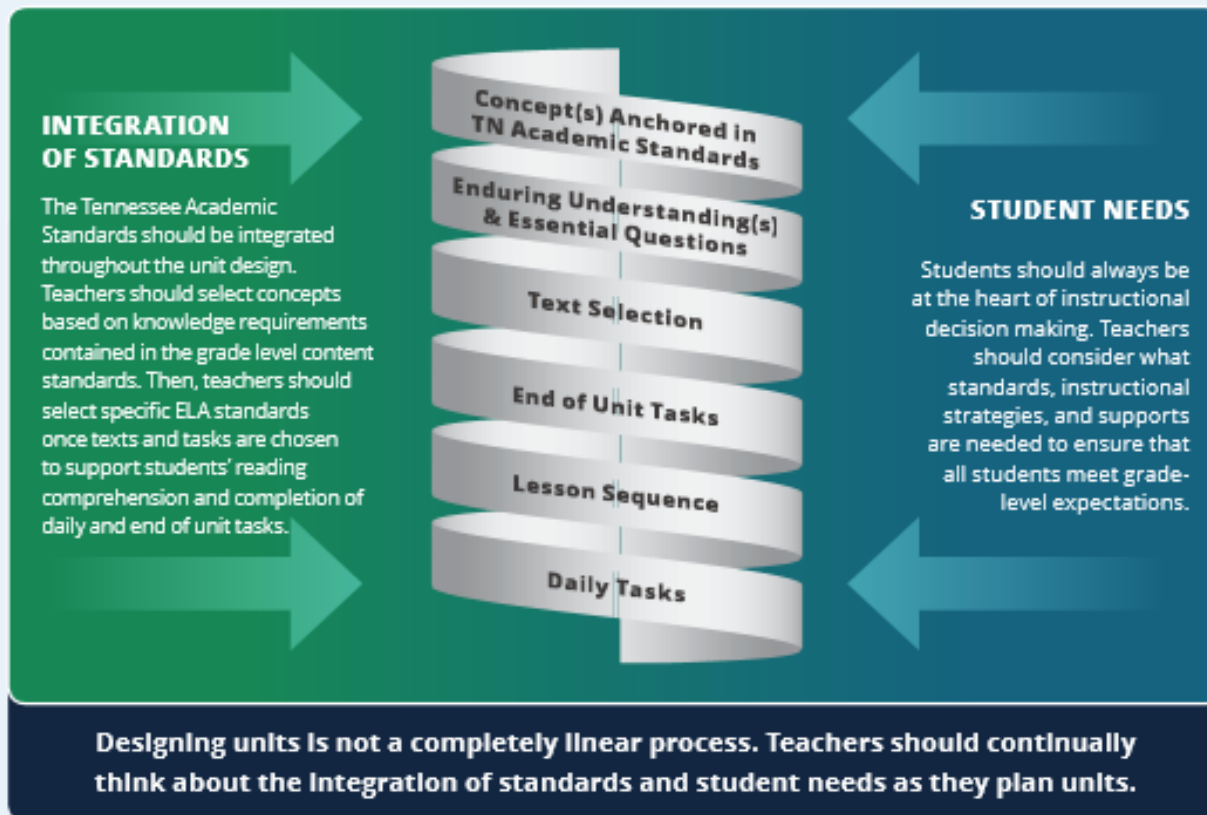
Mini-Session B:
Plan using the *Framework for*
Teaching Literacy in
Tennessee

Mini-Session B Learning Goals

- Think through planning that:
 - reflects the *Framework for Teaching Literacy in Tennessee*;
 - builds conceptual knowledge; and
 - offers students opportunities much like the Unit Starters.

Teaching Literacy in Tennessee – Page 11

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE



STEP 1**IDENTIFY CONCEPT(S)**

Teachers should first identify a **concept(s)** that will become the foundation of the unit. This step should be guided by an integration of the [Tennessee Academic Standards](#) including ELA, science, social studies, and fine arts. The standards provide a general guide for the types of knowledge students should gain in their respective grade levels, which will help in identifying appropriate concept(s).

STEP 2**DETERMINE ENDURING UNDERSTANDING(S)
AND GENERATE ESSENTIAL QUESTIONS**

Teachers should determine **enduring understanding(s)** and generate **essential questions** that prioritize the learning around the concept(s). Enduring understanding(s) are statements reflecting the conclusions students will draw as a result of engaging with the concept, and essential questions are open-ended questions that spark students to draw the conclusions needed to gain the enduring understanding.^{20, 21, 22, 23}

STEP 3**SELECT MULTIPLE TEXTS**

Teachers should select multiple texts that reflect the expectations of grade-level standards and support the enduring understandings. Texts should be worthy of students' time and attention, be of exceptional craft and quality, and provoke a deep level of thinking.

STEP 4**DEVELOP END-OF-UNIT TASKS**

Teachers should develop end-of-unit tasks, which should allow students opportunities to apply what they have read, heard, and seen during unit in an authentic and meaningful way. End-of-unit tasks should allow students to demonstrate critical thinking and textual analysis skills and convey conceptual knowledge around the enduring understandings of the unit.

STEP 5**DESIGN LESSON SEQUENCES**

Teachers should design lesson sequences that build in complexity over time and support students in gaining the enduring understandings. The lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to deepen their understanding.

STEP 6**CREATE DAILY TASKS**

Teachers should create standards-aligned **daily tasks** that allow students to incrementally show their knowledge and skills until they are able to fully demonstrate their learning through the more comprehensive end-of-unit task.

Identify Concepts



IDENTIFY CONCEPT(S)

Teachers should first identify a **concept(s)** that will become the foundation of the unit. This step should be guided by an integration of the [Tennessee Academic Standards](#) including ELA, science, social studies, and fine arts. The standards provide a general guide for the types of knowledge students should gain in their respective grade levels, which will help in identifying appropriate concept(s).

Identify Concepts

- Consult your Tennessee science and social studies standards.
- What are the most important concepts for students to learn at your grade level?
- As a team, decide what you want students to learn.
 - Example:
 - Teacher: “I can see that it is important for second graders to learn about America.”
 - Coach: “What do you want students to understand?”
 - Teacher: “I don’t want them to only learn recall things like landmarks and state names.”
 - Coach: What do you want students to learn?
 - Teacher: “I want students to understand that the country they live in is diverse and full of many cultures. I want students to understand they have an important role as an American. I want them to understand patriotism. Patriotism may be my concept.”

Identify and Map Concepts

- Identify your concepts.
 - Chart your concepts and display
- As grade level teams, do a gallery walk to view and discuss concepts in the other grade levels.
 - Note on other grade-level charts when you can make a connection to one of their concepts
- Come back together to see what vertical alignment (across the grade levels) is present.

Example of this Process:

5 Senses - unique, how we experience the world, how do I fit?

Geography - understanding location 3 1

Change in Community (coming from 3 state) 1

Change in matter, color, texture, solid-liquid 3

Interdependence - (coming from state) 3 1

Economics - people work in order to save/spend money/needs 1

Weather - Earth science (we have) 3 1

Living/nonliving - life science (we have) 3 1

Re-Order

1st Grade

1st Interdependence 3 1

* Reading Terms paired w/ texts 3 1

2nd Interdependent Relationships 3 1

in Our State 3 1

3rd Change in our State 3 1

4th Engineering Unit 3 1

5th Plant Unit 3 1

6th Space Unit 3 1

Re-order

2nd Grade

- Life Cycles 3 1 K

- Effects of Change 3 1 K

- Interdependency of Producers & Consumers 3 1 K

- Interdependent Relationships: Functions of Government 1 K

- Changemakers: Contributions from Americans 1

- Influence of Inventors/Inventions 1

3rd Grade

- Adaptations 3 2

- Solar System 3 1

- Earth Systems 3 1 (weather)

- Earth and Human Activity 3 1

- Matter 3 1 / Changes/effects of change

- Energy 3 2

Magnetic } Become inventor

Unit Concept

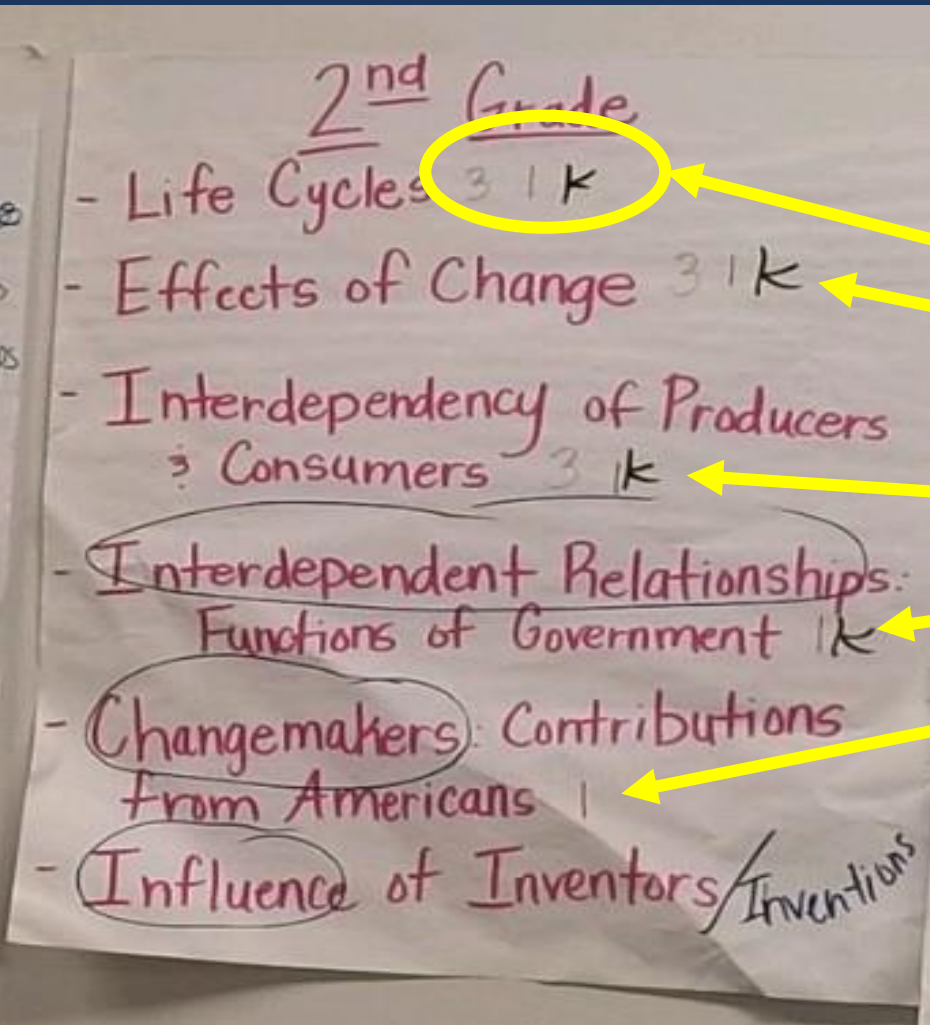
Find a

What will my

- What are the end of the unit?
- What knowledge unit?
- Why are these understand?

TN Department of Education

Example of a Single Grade Level with Vertical Connections



Example: After charting, the grade-level teams did a gallery walk to discuss and make connections among the other grade levels. They indicated connections made by writing their grade level beside the concept.

Determine Enduring Understandings & Essential Questions

STEP 2



DETERMINE ENDURING UNDERSTANDING(S) AND GENERATE ESSENTIAL QUESTIONS

Teachers should determine **enduring understanding(s)** and generate **essential questions** that prioritize the learning around the concept(s). Enduring understanding(s) are statements reflecting the conclusions students will draw as a result of engaging with the concept, and essential questions are open-ended questions that spark students to draw the conclusions needed to gain the enduring understanding.^{23, 24, 33, 38}

Select Texts

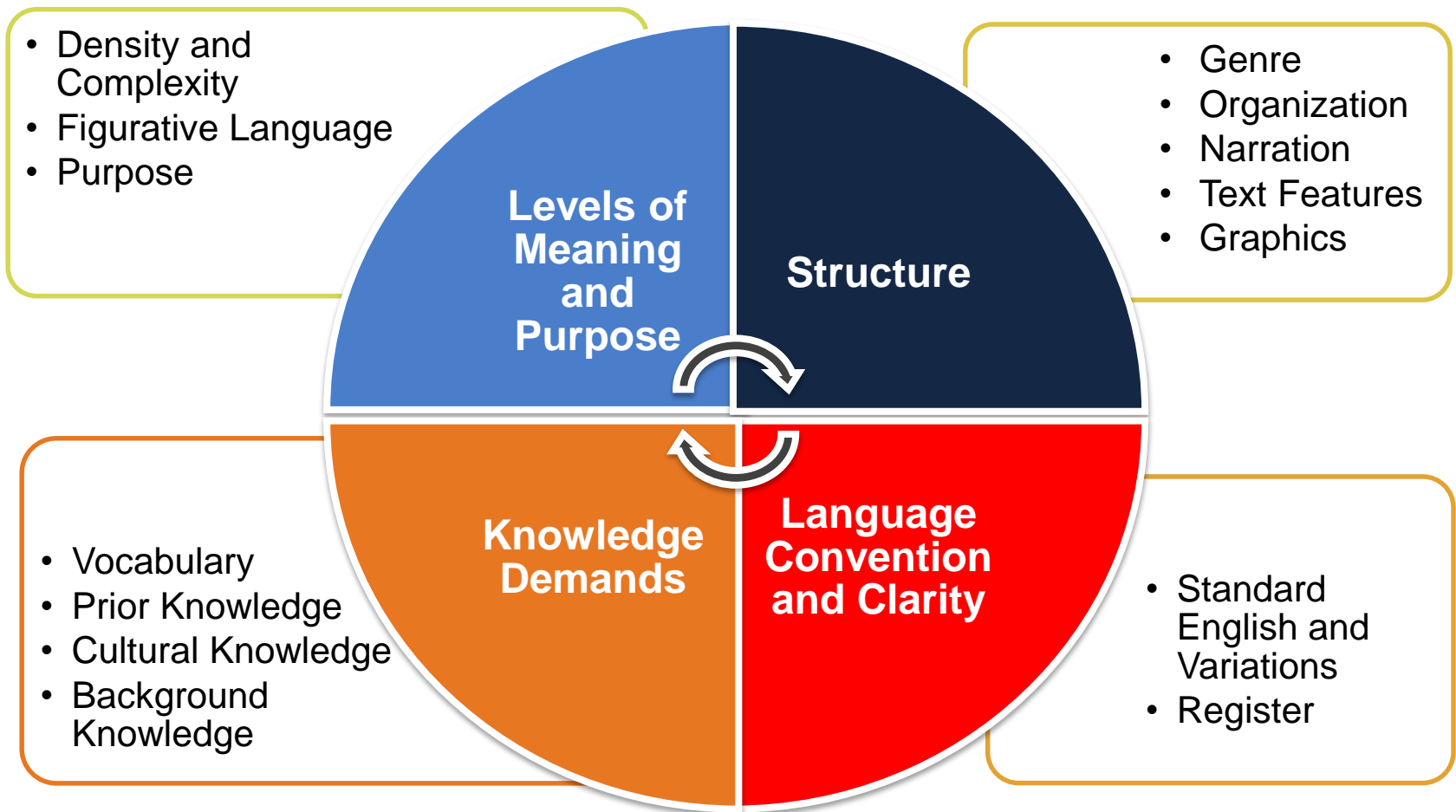
STEP 3



SELECT MULTIPLE TEXTS

Teachers should select multiple texts that reflect the expectations of grade-level standards and support the enduring understandings. Texts should be worthy of students' time and attention, be of exceptional craft and quality, and provoke a deep level of thinking.

Select Texts



Reference: Fisher and Frey, 2013

Develop End-of-Unit Task

STEP 4



DEVELOP END-OF-UNIT TASKS

Teachers should develop end-of-unit tasks, which should allow students opportunities to apply what they have read, heard, and seen during unit in an authentic and meaningful way. End-of-unit tasks should allow students to demonstrate critical thinking and textual analysis skills and convey conceptual knowledge around the enduring understandings of the unit.

Consider this Quality Criteria

Strong end-of-unit tasks:

- Require students to synthesize their learning from multiple unit texts to demonstrate their understanding of the unit concept.
- Require students to use details from multiple texts to explain or provide evidence to support their understandings.
- Require students to choose appropriate details and elaborate on their thinking sufficiently, which may take multiple readings of a text and also include evidence and connections across texts.
- Prompt student thinking about texts that reflects the analytical demands of multiple grade-level literacy standards.
- Prompt student responses about texts that reflect the demands of the grade-level content standards.
- Require students to demonstrate their understanding in an authentic and meaningful context.

Elements of Strong End-of-Unit Tasks

GOAL	Strong end-of-unit tasks will give students the opportunity to answer the essential questions for the unit and allow them to demonstrate their new conceptual understandings.
ROLE	Strong end-of-unit tasks will have an authentic role or “job” for students. This will be a real-world situation in which they would be expected to share an opinion, explain or inform others, or draft a narrative.
AUDIENCE	Strong end-of-unit tasks will have an authentic audience within the context of the scenario. They are the “others” referred to in the goal.
SITUATION	Strong end-of-unit tasks will have an authentic situation: <ul style="list-style-type: none">• Convince others of their opinion on topics or texts (opinion).• Explain a topic to others with clear information (informative).• Tell stories to others about real or imagined events (narrative).
PRODUCT/ PERFORMANCE	Strong end-of-unit tasks will clarify what the students will create and why they will create it. These will reflect real-world products or performances.

Adapted From Wiggins, Grant and Jay McTighe. Understanding by Design.
Alexandria, VA: Association for Supervision and Curriculum Development. 2005.

Look-Fors with End-of-Unit Tasks

GOAL	<ul style="list-style-type: none">Require students to answer the essential questions and demonstrate their enduring understandings
ROLE & AUDIENCE	<ul style="list-style-type: none">Provide an authentic role for studentsInclude an authentic audience
SITUATION	<ul style="list-style-type: none">Have authentic situations: convince others of an opinion, explain a topic, tell real or imagined stories
PRODUCT/ PERFORMANCE	<ul style="list-style-type: none">Reflect real-world products or performances
FORM	<ul style="list-style-type: none">Are written in student-facing languageInclude support for the specific form of communication (write/verbally/visually express opinion, information, stories)
RUBRIC	<ul style="list-style-type: none">Are paired with a rubric

Source: McTighe & Wiggins, 2004, p. 69

Design Lesson Sequences

STEP 5



DESIGN LESSON SEQUENCES

Teachers should design lesson sequences that build in complexity over time and support students in gaining the enduring understandings. The lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to deepen their understanding.

Create Daily Tasks

STEP 6



CREATE DAILY TASKS

Teachers should create standards-aligned **daily tasks** that allow students to incrementally show their knowledge and skills until they are able to fully demonstrate their learning through the more comprehensive end-of-unit task.

Daily Tasks

Strong daily tasks allow students to demonstrate understanding of the learning objective using details from the text.

Daily tasks provide an opportunity for students to demonstrate and/or apply their new knowledge.

Daily tasks are directly supported by the question sequences and are aligned to the learning objective for the reading.

The daily tasks form a coherent learning arc over the course of the unit that prepare students for the demands of the end-of-unit task.

Criteria for Daily Tasks

Aligned to the learning objective

- Require students to demonstrate their new or refined understandings
- Are unique for each reading of the text

Text-specific

- Require students to use details and/or evidence from one or more text to explain or support their ideas
- Require students to choose appropriate details and elaborate on their thinking

Integrate the grade-level standards

- Prompt students to think, speak, and write about texts in a way that rises to the level of rigor and cognitive demand of grade-level ELA standards
- Align to the disciplinary standards

Lead to coherence

- Build over the course of the unit to create a coherent learning arc that moves students toward the enduring understandings

Include desired student response

- Include a desired student response that shows exactly what we'd like to see students produce

Wrap up

- How does this planning process allow you to begin with the end in mind (backward plan)?
- In what ways is this type of planning beneficial to you and your students?
- How is mapping the vertical alignment (across the grade levels) of concepts a crucial part of the planning process?
- What are your next steps for utilizing your vertical planning maps?



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork